

Instructions – Reevaluation Summary Report

PURPOSE: To document the review of all special education records at the time of the student's reevaluation as required in Federal Register, 34 CFR Parts 300 and 301 (August 14, 2006), § 300.305.

§ 300.305 Additional requirements for evaluations and reevaluations.

(a) *Review of existing evaluation data.* As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must—

(1) Review existing evaluation data on the child, including—

(i) Evaluations and information provided by the parents of the child;

(ii) Current classroom-based, local, or State assessments, and classroom-based observations; and

(iii) Observations by teachers and related services providers; and

(2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—

(i)(A) Whether the child is a child with a disability, as defined in § 300.8, and the educational needs of the child; or

(B) In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;

(ii) The present levels of academic achievement and related developmental needs of the child;

(iii)(A) Whether the child needs special education and related services; or

(B) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and

(iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

(b) *Conduct of review.* The group described in paragraph (a) of this section may conduct its review without a meeting.

(c) *Source of data.* The public agency must administer such assessments and other evaluation measures as may be needed to produce the data identified under paragraph (a) of this section.

(d) *Requirements if additional data are not needed.* (1) If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of—

(i) That determination and the reasons for the determination; and

(ii) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs.

(2) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.

(e) *Evaluations before change in eligibility.* (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§ 300.304 through 300.311 before determining that the child is no longer a child with a disability.

(2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. [Authority: 20 U.S.C. 1414(c)]

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FORM USE: The Reevaluation Summary Report provides a format for documentation of information gathered at the time of reevaluation required for special education students. Sections I, II, III, and IV in the Reevaluation Summary Report include:

- review of previous health, sensory/medical, and assessment reports;
- review of the student's IEP goals/objectives and services developed since the last evaluation;
- review of the effectiveness and appropriateness of the student's special education and general education programs;
- review of the student's cumulative records (classroom based assessment, group assessment performance, behavioral and attendance concerns), or other pertinent information; and
- review of other information such as current observational and/or other assessment data gathered during the reevaluation process for program planning.

SECTIONS I and II – Background, Medical/Sensory, Environment, and Records Review

Overview: Sections I and II provide a review of student demographics and procedural safeguards, and background information (medical/sensory, IEP and records review). This information may be obtained by either a special education services provider or by an assessment specialist.

Instructions: Demographic Information

1. Student Name (Last, First, Middle Initial)	2. Birthday (month, day, year) ____/____/____	3. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
4. School System	5. School of Enrollment	6. Grade
7. Primary Language		
8. Name of Parent/Guardian		9. Primary Language at Home

1. Student Name – Fill in the student's name in the order of last, first and middle initial.
2. Birthday – Fill in the student's birthday (month, day, and year).
3. Sex – Check male or female.
4. School System – Fill in the name of the student's current school system.
5. School of Enrollment – Fill in the name of the school where the student currently attends.
6. Grade – Fill in the student's current grade placement.
7. Primary Language – Fill in the primary language used by the student.
8. Name of Parent/Guardian – Fill in the name(s) of the child's custodial parents.
9. Primary Language in the Home – Fill in the primary language spoken in the student's home by parents, grandparents, and other relatives.

Instructions: Procedural Safeguards

	<u>Month</u>	<u>Day</u>	<u>Year</u>
10. Prior Written Notice for Reevaluation	_____	_____	_____
11. Date Parent/Guardian Signed Consent for Reevaluation	_____	_____	_____

10. Prior Written Notice for Reevaluation – Fill in the month, day and year of Prior Written Notice being sent to parents for reevaluation.
11. Date Parent/Guardian Signed Consent for Reevaluation – This is completed after the IEP Team meets to review the reevaluation information. It is necessary only when the IEP team determines a Comprehensive Evaluation is needed before continuing eligibility determination can be made.

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Instructions: Background Information – Medical and Sensory Information

- Question 1: Address medical issues. Indicate yes or no if there have been medical changes, review current medications, give summary of previous medical evaluations (if applicable), and describe any treatment student has received during previous 3 years.
- Question 2: Review previous findings from vision and hearing screenings and evaluations. Record the most recent results from school-based or medically based evaluations for vision and hearing, follow-up screenings at school, and whether the student wears visual or auditory aids.

Family and Environmental Information

- Question 1: Document any significant changes in the student's environment over previous three years, i.e. death in the family, divorce, any situational trauma that may be affecting student's educational performance
- Question 2: Determine whether or not the situational trauma warrants any further evaluation

Instructions: IEP and Records Review

- Question 1: Record the student's current primary disability and, if applicable, secondary disability with the date of eligibility for each disability. Record in the spaces provided all previous disability determinations and the date each disability was determined. Indicate whether or not relevant evaluation reports are in the student's file.
- Question 2: Fill in the date of the last meeting held by the student's IEP team.
- Question 3: Record the number of special education hours that are listed on the student's most current IEP.
- Question 4: Check all services currently being provided for the student through the IEP and all the related services being provided
- Question 5: List all current classroom accommodations being provided to the student.
- Question 6: Review the student's cumulative records and determine whether the student's attendance is adequate or problematic (e.g., frequent absences or tardiness). Record the grades in which the student has been retained in school and the number of schools the student has attended since the previous evaluation.
- Question 7: Record (check "yes" or "no") whether the student's behavior in school has been adequate or problematic. If behavior has been problematic:
- Determine whether the previous assessment adequately addressed any behavioral issues (check "yes" or "no"),
 - Indicate whether or not an FBA has been completed on the student during the previous 3-years. If yes, briefly describe targeted behaviors in the most current FBA.
 - Indicate where targeted behaviors from the FBA are addressed.
 - Describe specific interventions which have been implemented within the past three years
 - Indicate whether or not the student's current behavior warrants further evaluation. This could be through an FBA or Comprehensive Evaluation.

SECTION III – Evaluation and Assessment Review

Overview: Section III provides documentation of any previously administered student evaluations or assessments and the results of those assessments. The form is designed to review assessment components that are required when evaluating students identified with

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different disabilities. Inappropriate and/or unused student review sheets should not be included in the Reevaluation Summary Report. Only an appropriate assessment specialist should complete, sign, and date the needed pages from Section III – Evaluation Review.

Instructions: Review of Previous Evaluations and Assessments

Complete all pertinent Section III pages from the following (when there are two pages in the review, such as Achievement Evaluation Review, only complete page(s) that are relevant).

- Achievement Evaluation Review (2 pages)
- Adaptive Behavior Evaluation Review
- Articulation Evaluation Review
- Cognitive/Intellectual Evaluation Review (2 pages)
- Developmental Evaluation Review
- Fluency and Voice Evaluation Review
- Hearing Impairment/Deafness Evaluation Review
- Language Evaluation Review
- Medical Evaluation Review
- Other Health Impairment Evaluation Review
- Social/Emotional/Behavioral/Autism Spectrum Evaluation Review
- Visual Impairment Evaluation Review

SECTION IV – Curriculum Based Assessment Review

Overview: Section IV provides documentation of the student's performance on summative and formative assessments, including any accommodations provided, since the previous evaluation. Current observations gathered from parents, special education teacher, general education teacher, and related services provider (if applicable) are also indicated in Section IV and attached to the Reevaluation Review Summary.

Instructions: 1. Summative Assessments

- TCAP Assessment Review – Complete this section for the previous three years.
 - Check the box in each academic area to indicate which assessment was given (i.e. Tennessee Comprehensive Assessment Program, TCAP-Alternative Portfolio Assessment, or TCAP-Modified Academic Achievement Standards Assessment). Note: Type of assessment given may be different over the three year timeframe
 - Report the score the student received for each academic area over the previous three years (i.e. Below Proficient, Below Basic, Basic, Proficient, or Advanced). If available, percentile scores can also be reported.
- TCAP Writing Assessment Results – Indicate the student's grade level (4/5, 7/8, or 11) when taking the assessment, and fill in the student's score (1 – 6).
- TCAP accommodations – List all current IEP accommodations used by the student during the TCAP assessments.
- Gateway or End-Of-Course Test Results – Complete this section with the most current attempt by the student. Indicate whether or not the APBA was used for the EOC assessment. Indicate whether the student passed or failed the test. Report the test score and fill in the test date.
- Other Group Administered Summative Assessment – Indicate any other pertinent summative assessment given in this section, such as Stanford Achievement Test Series.

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- Mark whether or not all accommodations have been used consistently by the student in his/her learning environment.

2. Formative Assessments

Progress Monitoring Graph

- Attach or complete graph: If the student's progress with special education interventions have been consistently monitored using validated progress monitoring processes. **NOTE: Assessment Personnel may attach other graphical representation of progress monitoring data if their district uses a specific progress monitoring tool.**
- If completing progress monitoring chart providing through Section IV:
 - Indicate type of progress monitoring probe administered (complete one graph per type of probe)
 - Document months and dates of administrations
 - Indicate scoring increments on the left hand side of graph
 - Plot benchmark score and target goal on graph then draw the aimline
 - Plot progress monitoring scores on graph
- Attach separate graph for each academic area monitored
- Indicate whether or not student has made adequate progress towards his/her goal and if the student reached the targeted goal.

Other Formative Assessments

- Note any other pertinent formative assessments that have been administered in previous three years

Current Classroom Based Observations and Parent Observations

- Mark each area of input/observation that will be attached to the Reevaluation Summary Report.

SECTION V – IEP TEAM REEVALUATION DECISION

Instructions: IEP Review Summary

Document all previous information gathered and recorded in Sections I, II, III, and IV of the Reevaluation Summary Report. The IEP team then convenes to review and complete Section V of this report. After review of this information has been made, the IEP team determines whether there is sufficient information to determine continuing eligibility or if additional information is needed and an Eligibility Report is written as indicated. The parent receives a copy of the Reevaluation Summary Report and Eligibility Report.

Reevaluation Review Team: All members of the IEP Team present for the Reevaluation Review Meeting should sign and date where indicated.

IEP Review Summary

Based on the review of existing evaluation data, including information provided by the parent(s) and current classroom based assessments and observations (information reported in Sections I, II, III, and IV), the IEP team will respond to the following questions. A response of Yes indicates the team has determined additional assessment is required to answer the specific question. A response of No indicates the team has determined no additional assessment is required to answer the specific question.

- | | |
|--|---|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 1. Additional data is needed to determine if this student continues to have an educational disability. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 2. Additional data is needed to determine the student's continued need for special education and/or related services. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 3. Additional data is needed to determine present levels of academic achievement and related educational needs of this student. |

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- ☐ Yes ☐ No 4. Additional data is necessary to determine whether any additions or modifications to the special education services and/or related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

Instructions When YES is answered to any of the statements

The IEP team must then determine if additional assessment is needed for program planning purposes, presence of a secondary disability, or to determine if the student continues to have a disability and require special education services.

IEP Team Decision

Check only one of the following options:

1. ☐ The student continues to be eligible for Special Education services with currently identified disabilities, but additional assessment is needed for program planning purposes. *Complete Eligibility Report*
Primary Disability: _____ / Secondary Disability: _____
 - This option will typically be checked when the IEP team decides that additional assessment is needed to determine present levels of performance, or if any additions or modifications are needed on the IEP in order for the student to meet annual IEP goals. The student will continue to be eligible for special education under identified disability and an eligibility report will be completed. IEP team will reconvene when additional assessment is completed in order to change the IEP.
2. ☐ The student continues to be eligible for Special Education services in his/her primary disability, but additional assessment is needed to determine the presence of a secondary disability. *Complete Eligibility Report*
Primary Disability: _____
 - This option will typically be checked when the IEP team suspects that a student may have a secondary disability and wants to further clarify special education services that may be needed in order for the student to reach annual IEP goals. The student will continue to be eligible for special education under identified disability and an eligibility report will be completed at the Reevaluation Review Meeting.
 - Assessment for secondary disability should be completed within a reasonable timeframe.
 - When assessment is completed IEP team will reconvene and determine the presence of a secondary disability and change the IEP, if needed. A secondary disability report will be completed.
 - Secondary disability reevaluation eligibility date will be same as primary disability reevaluation eligibility as is indicated on the eligibility report that was completed at the Reevaluation Review Meeting.
3. ☐ A Comprehensive Evaluation is needed to determine if the student continues to have a disability and need special education services. *An Eligibility Report will not be completed, but procedures for conducting a Comprehensive Evaluation will commence.*
 - This option will typically be checked when the IEP team decides that additional assessment is needed in order to determine if the student continues to have an educational disability and/or if the student continues to need special education services.
 - Prior Written Notice will be given to parents indicating notice of intent to evaluate.
 - The assessment plan will be completed to inform parents of evaluation procedures.

Instructions: Assessment Plan

When a Comprehensive Evaluation is required, the Assessment Plan must be completed. The Assessment Plan outlines the areas of assessment required, the signature of each person responsible for that component of assessment, and his/her position (e.g., special education teacher, school psychologist). Complete the Assessment Plan (below) when Option 3 is checked.

Assessment Plan

Area of Assessment	Position	Person Responsible
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		Signature
<input type="checkbox"/> Vision/Hearing Assessments		
<input type="checkbox"/> Sensory/Medical		
<input type="checkbox"/> Academic Achievement		
<input type="checkbox"/> Intellectual Functioning		
<input type="checkbox"/> Speech/Language Skills		
<input type="checkbox"/> Self-Help/Adaptive Behavior		
<input type="checkbox"/> Vocational Assessment		
<input type="checkbox"/> Social-Emotional Assessment		
<input type="checkbox"/> Social/Developmental History		
<input type="checkbox"/> Functional Behavioral Assessment		
<input type="checkbox"/> Fine/Gross Motor		
<input type="checkbox"/> Assistive Technology Assessment		
<input type="checkbox"/> Other		

Instructions When NO additional assessments or data are needed

Check only one of the following options:

1. ☐ The student continues to be eligible for Special Education services with currently identified disabilities.

Complete Eligibility Report

Primary Disability: _____ / Secondary Disability _____

- This option will typically be checked when the IEP team decides that no additional assessment is needed to determine that this student continues to have an educational disability and continues to need special education services. An eligibility report will be completed.

2. ☐ The student continues to be eligible for Special Education services in his/her primary disability; however, the IEP team has determined that the student no longer requires services and is no longer identified with his/her Secondary Disability. *Complete Eligibility Report*

Primary Disability: _____ Exited Secondary Disability _____

- This option will typically be checked when the IEP team decides that no additional assessment is needed to determine that this student continues to have an educational disability and continues to need special education services; however the IEP team feels that the student no longer needs to be identified with his/her secondary disability. An eligibility report will be completed. In addition, a secondary disability report will be completed to note the changes.

3. ☐ The student is no longer eligible for Special Education services. *Complete Eligibility Report*

- This option will typically be checked when the IEP team decides that, after the review of existing evaluation data, including information provided by the parent(s) and current classroom based assessments and observations (information reported in Sections I, II, III, and IV), the student no longer has an educational disability and/or no longer needs special education services. An eligibility report will be completed.

Instructions: Parent Agreement to IEP Team Decision (Procedural Safeguards)

Based on information provided by documentation in the Reevaluation Summary Report, the parent must check and sign statements in that correspond to Section V page 1.

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Additional data/ and or assessments are needed

1 – My child continues to be eligible for special education but requires assessment for program planning:

- ☐ I agree that additional data and/or an assessment(s) are needed for program planning purposes only.
- ☐ I am informed of the reasons for additional data and/or assessments.
- ☐ I agree that my child continues to be eligible for special education services.
- ☐ I received a written copy of my child's *Reevaluation Summary Report* and *Eligibility Report*.
- ☐ I am informed of and received a copy of the *Notice of Procedural Safeguards*, including the right to request a Comprehensive Evaluation.

Signature of Parent or Guardian

Date

- The parent checks, signs and dates each of the required components in this box when the IEP Team agrees there is a need for additional data and/or assessment for program planning purposes only. The student's Eligibility Report is written and this date becomes the Eligibility Date for the next reevaluation. A follow-up meeting is scheduled to discuss results of additional assessment and the IEP is updated accordingly.

2 – My child continues to be eligible for special education but requires assessment for secondary disability:

- ☐ I agree that additional data and/or an assessment(s) are needed to determine the presence of a secondary disability.
- ☐ I am informed of the reasons for additional data and/or assessments.
- ☐ I agree that my child continues to be eligible for special education services.
- ☐ I received a written copy of my child's *Reevaluation Summary Report* and *Eligibility Report*.
- ☐ I am informed of and received a copy of the *Notice of Procedural Safeguards*, including the right to request a Comprehensive Evaluation.

Signature of Parent or Guardian

Date

- The parent checks, signs and dates each of the required components in this box when the IEP Team decides that there is a need for additional data and/or assessment for suspected secondary disability. The student's Eligibility Report is written and this date becomes the Eligibility Date for the next reevaluation. A follow-up meeting is scheduled to discuss results of additional assessment and a secondary disability report will be completed accordingly.

3 – My child requires a Comprehensive Evaluation to determine continued disability and need for services

- ☐ I agree with the IEP Team decision that a Comprehensive Evaluation is needed.
- ☐ I give permission for the identified assessment(s) to be administered.
- ☐ I am informed of and received a copy of the *Notice of Procedural Safeguards*.
- ☐ I received a current written copy of my child's *Reevaluation Summary Report*.
- ☐ I received a copy of *Prior Written Notice*.

Signature of Parent or Guardian

Date

- The parent checks, signs and dates each of the required components in this box when the IEP team decides that further assessment, or a Comprehensive Assessment, is required in order to determine the student's continuing eligibility. If the parent is not present at the Reevaluation Review Meeting and the decision has been made to conduct a Comprehensive Evaluation, obtain permission to evaluate with either the Informed Parental Consent for Evaluation or the parent's signature and agreement where indicated on the reevaluation summary report before proceeding. Document all attempts to obtain permission and record in the student's records before proceeding with an evaluation.

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No additional data/ and or assessments are needed

1 – My child continues to be eligible with currently identified disabilities:

- ☐ I agree that no further data is needed for my child's eligibility to receive special education services.
- ☐ I am informed of the reasons that no further assessments are needed.
- ☐ I understand that the school system does not need to complete further assessments unless I request them.
- ☐ I received a written copy of my child's *Reevaluation Summary Report* and *Eligibility Report*.
- ☐ I am informed of and received a copy of the *Notice of Procedural Safeguards*, including the right to request a Comprehensive Evaluation.

Signature of Parent or Guardian

Date

- The parent checks, signs, and dates each of the required components in this box when the IEP team decides that no further assessment is required for the student's continuing eligibility. An Eligibility Report is written and this date becomes the Eligibility Date for the next reevaluation. If the parent is not attending the meeting, document attempts to obtain this information and place in the student's file when it is returned to the school.

2 – My child continues to be eligible for special education but will be exited from secondary disability:

- ☐ I agree that no further data is needed for my child's eligibility to receive special education services.
- ☐ I am informed of the reasons that no further assessments are needed.
- ☐ I understand that the school system does not need to complete further assessments unless I request them.
- ☐ I agree that my child should no longer be identified with his/her secondary disability
- ☐ I received a written copy of my child's *Reevaluation Summary Report* and *Eligibility Report*.
- ☐ I am informed of and received a copy of the *Notice of Procedural Safeguards*, including the right to request a Comprehensive Evaluation.

Signature of Parent or Guardian

Date

- The parent checks, signs and dates each of the required components in this box when the IEP Team decides that no further assessment is required for the student's continuing eligibility, and agrees that the student should be exited from their secondary disability. The student's Eligibility Report is written and this date becomes the Eligibility Date for the next reevaluation. In addition, a secondary disability report will be completed to document changes to secondary disability.

3 – My child is no longer eligible for special education services

- ☐ I agree that no further data is needed. I understand my child is no longer eligible to receive special education services because his or her needs can be met in the general education curriculum without special education.
- ☐ I am informed of the reasons that no further assessments are needed.
- ☐ I understand that the school system does not need to complete further assessments unless I request them.
- ☐ I received a written copy of my child's *Reevaluation Summary Report* and *Eligibility Report*.
- ☐ I am informed of and received a copy of the *Notice of Procedural Safeguards*, including the right to request a Comprehensive Evaluation.

Signature of Parent or Guardian

Date

- The parent checks, signs, and dates each of the required components in this box when the IEP Team decides that, after the review of existing evaluation data, including information provided by the parent(s) and current classroom based assessments and observations (information reported in Sections I, II, III, and IV), the student no longer has an educational disability and/or no longer needs special education services. An Eligibility Report is written to document the student is no longer eligible for special education.